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ABSTRACT

This publication, the outcome of a series of graduate dean discussion meetings, explores the role and activities of college and university graduate deans, faculty, and administrators in enhancing minority participation in higher education. Also discussed are results of the winter 1990-91 meetings of the Council of Graduate Schools on the subject of minority participation, the factors affecting the role of the graduate dean in promoting minority participation, and the trends in graduate enrollment for minorities between the years 1986 and 1989. The bulk of the document highlights some of the selected initiatives undertaken by 30 specific universities in enhancing minority presence. These initiatives provide an indication of the variety and scope of current activities. Noteworthy among these approaches are the summer research opportunity programs for undergraduates which were considered particularly successful by both students and faculty. It is concluded that the graduate school is uniquely situated to play an important role in enhancing minority presence in higher education by virtue of its interactions with many departments and, in some cases, colleges; and its ability to develop campus-wide programs and provide connections between and among units so that individuals from a variety of disciplines and departments can exchange views, help resolve problems, and share successes. (GLR)

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THE CGS IDEA EXCHANGE

WINTER MEETINGS 1990–91

ENHANCING THE MINORITY PRESENCE IN GRADUATE EDUCATION II: ASSESSING PROGRESS

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THE
CGS IDEA
EXCHANGE

WINTER
MEETINGS
1990–91

ENHANCING THE MINORITY PRESENCE IN GRADUATE EDUCATION II: ASSESSING PROGRESS

COUNCIL OF GRADUATE SCHOOLS

With Support From The Carnegie Corporation of New York

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Washington, D.C.

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Foreword

As we prepare to enter the twenty-first century, it is important to acknowledge and to understand that all our communities will become more and more diverse. Our neighborhoods, our schools, and our work places will be populated by persons from a wide variety of social, ethnic and cultural backgrounds. Our strength as a nation will depend on our ability to use this diversity to enhance the quality of life for all of us as we live and work together.

Universities play a unique role in societal change. They are the places where the intellectual issues associated with such change are discussed and debated, and university scholars, through their research and teaching, help not only to shape the nature of the debate, but to prepare people to participate in the discussion. For this reason, it is particularly important that those engaged in this activity—students, faculty, and administrators—represent the diversity and understand the multiple perspectives of the society in which they and the university exist.

Graduate education, by preparing scholars, teachers, and leaders in all fields, occupies a critical position in this process, and it is in this context that we explore the role of graduate deans and college deans, faculty and other administrators in enhancing minority participation in higher education.

We are grateful to the Carnegie Corporation of New York whose generous support made these meetings possible. The Carnegie Corporation of New York is a philanthropic foundation that was created by Andrew Carnegie in 1911 to "promote the advancement and diffusion of knowledge and understanding among the people of the United States."

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December 1991

Introduction

In the first series of CGS Idea Exchange meetings* graduate deans addressed the importance of getting more faculty involved in the process by which minority scholars are produced. Specifically, the deans discussed the role that they can play in encouraging that participation. Several suggestions were advanced, many of which hinged upon the graduate dean's ability to persuade the faculty. Since many graduate deans have only a tangential relationship to the process by which faculty are hired and promoted, it was recognized that their interaction with the faculty, though critical, was less direct than that which the department chair, the dean of the college, the provost, or the chief academic officer would have. The real influence that the graduate dean had in these matters, it was suggested, resided in the extent to which the dean and his/her office was involved in the allocation of funds to faculty and departments for the support of graduate students. These allocations provide leverage and can be used as incentives to encourage and promote supportive relationships and to increase contact between faculty and minority graduate students.

In addition to the allocation of student support funds, however, other activities were suggested in which graduate deans could play an important role. Deans can keep the issue of the minority presence on the agenda at the highest administrative levels of the university where the institution's commitment to these matters is formulated and communicated to the campus and the community at large. The role of the chief executive officers of the institution in the articulation of the message cannot be overemphasized, and deans who receive the support of their presidents and provosts usually find their attempts to enlist faculty support much more successful with such assistance than without it.

A function of the office of the graduate dean that is assuming greater importance is seeking external funding to support programs specifically related to enhancing the presence of minorities in graduate school. The use of these funds, usually administered by the graduate dean, can facilitate the intervention of that office in processes and activities that are designed to increase the contact between faculty and minority graduate students.

The administrative organization of the university is also a determinant of the level of influence that can be brought to bear by the graduate dean's office. Greater influence can be exerted in cases where the role of the graduate dean also includes the administration and coordination of the research efforts of the faculty. In these cases, not only is the dean aware of the research projects being conducted by faculty, but, through a wide variety of communicative means (notices, flyers, meetings, etc.) can bring directly to the attention of the faculty ways in which they can involve minority students in research activities and thus support the university's commitment to increase the production of minority scholars. Toward this end, a major suggestion

*_Enhancing the Minority Presence in Graduate Education_. The CGS Idea Exchange, Spring Meetings, 1988. T. L. Chandler and J. B. LaPidus, Council of Graduate Schools, Washington, D.C., 1988.

was that graduate deans should have in their offices a person, at an administrative level high enough to command the respect of the faculty, who in addition to his/her other duties, would have the responsibility of coordinating the effort to increase the minority presence, and beyond that, of assisting in the development of a supportive academic environment for graduate students of color.

In the current series of meetings, graduate deans reviewed their efforts to implement the ideas suggested three years ago. In particular, they noted what new programs have been developed and how the faculty have been encouraged to participate in the process. Moreover, they shared the successes and failures, as well as the problems and any other institutional obstacles that have been encountered in the process of implementing these programs. Part of these meetings was spent in addressing how graduate deans are preparing their institutions to meet the challenge of the rapid demographic changes taking place in American society. All projections indicate that accelerated population growth among specific ethnic and cultural groups is likely to have a dramatic effect on higher education. Given the need for new faculty to replace the current faculty, 48% of which were 50 years old or older in 1989, it is important to understand the urgency to prepare more women and students of color for the professoriate.

In keeping with the commitment to make these sessions useful and productive, the participants spent most of their time discussing what is *doable* and within the purview of the graduate dean. They also shared information about some of their most successful recruitment and retention efforts. What follows is the outcome of their discussions.

Major Conclusions of the Meetings

- Graduate deans are playing a more active role in the development and implementation of programs designed to enhance the presence of minorities and women in graduate school.
- Graduate deans are finding it easier to elicit the support of faculty, especially younger faculty, in efforts to create a supportive environment for minority graduate students.
- At many institutions the infrastructure for the support of minority graduate students is now in place.
- Most universities have in place activities that are designed to increase the numbers of minority graduate students at the institution.
- Funding agencies that require direct faculty/student interaction enhance the ability of graduate deans to develop effective mentoring programs at their institutions.
- The institutional competition for grants to support graduate students is causing institutions to develop track records for producing and supporting minority graduate students.

- The availability of an independent source of funds provides graduate deans with the leverage to enhance and increase faculty and departmental support for minority graduate students.
- The Summer Science Research Programs (SSRP), the Early Identification Programs (EIP), the Minority Access to Research Careers (MARC), and the Patricia Roberts Harris (PRH) Program are cited as major contributors to the continuation of effective long-term faculty/student relationships.
- At many institutions the graduate dean is the principal advocate for increased enrollment and retention of minority graduate students.

Factors Affecting the Role of the Graduate Dean

Graduate deans have recognized and accepted the pivotal roles they play in the production of minority scholars. Consequently, the drastic reduction in Ph.D. production in the last ten years occupies much of their thinking. This is part of the broader concern about the pool of qualified undergraduate students and the pipeline which produces them. Serious thought is being given to working with teachers in the elementary and secondary school systems and to the development of more effective articulation between the community colleges and the universities. Recently, in the state of California, David Gardner, President of the University of California, proposed, primarily as a cost-cutting device, the transfer from the university to the community colleges of all remedial and/or courses designed to enhance the level of preparation for entering students. Although this proposal has created some concern, it has nonetheless suggested a new role for community colleges in the preparation of students who desire to pursue degrees at the University.

M.R.C. Greenwood, Dean of the Graduate Division at UC Davis, explained the several parts of the Davis strategy employed by the institution to enhance the minority presence in graduate programs there. The division has set as a short-term goal "to enroll domestic students from diverse backgrounds in at least the same proportion they are receiving bachelor's degrees in the nation," and a long-term goal "to enroll, retain, and see to graduation domestic students from underrepresented ethnic groups in the proportion they are represented in the California population." To achieve these goals, the institution has a wide-ranging set of programs beginning in elementary school at the third grade. They are followed by programs for junior high and high school students. The Transfer Opportunity Program links the university with the community college system providing preparation and transfer opportunities for prospective undergraduate students. The Special Transition Enrichment Program (STEP) and the Biology Undergraduate Scholars Program (BUSP) are well-known undergraduate programs at Davis designed to enhance the success of students of color entering the university for the first time.

The concern for the success of students and the strengthening of the pipeline does not end with the offering of academic support programs for the student. There is an equal necessity to create an environment that will enhance the probability of success for students who had hitherto been severely underrepresented in the academy. The

diverse backgrounds of the California population coupled with the rate of growth of the non-white ethnic groups create a unique and challenging situation for educational institutions in the state. The complexity of the situation in California is captured in the following quotation taken from the *Report of the 1990 All-University Faculty Conference on Graduate Student and Faculty Affirmative Action*:

> By 2005, California's population is projected to grow by 22 percent—from 28.3 million to 34.5 million. Between now and 2005 the K-12 population—the population from which we select our students—will grow at the rate of 50 percent—and the tenth grade population in California public high schools is projected to be 11.5 percent Asian, 10.1 percent Black/African American, 33.2 percent Hispanic, and 45.1 percent white (based on 1987 births). Thus, students who have been historically underserved by the education system—Asian Americans, Blacks/African Americans, Chicanos, Latinos, Native Americans, and others—and who, for decades, have been characterized as a "minority" constituency, are fast becoming the majority of California's school age population. (p. 3)

The learning and teaching environment assumes new importance in such a situation and every attempt is being made to add persons of color to the faculty, staff, and administration, and to assure that all students have an enriched quality of institutional experiences while pursuing their courses of study. This diversification of the university has the highest priority and is recognized as a critical element in the successful production of future minority scholars.

Graduate deans engage in a wide variety of relationships with faculty and other administrators in carrying out their daily tasks. Many of these relationships are defined by the nature of the position and by the accepted practice of deaning. One of the major observations in the first round of discussions by graduate deans was the perception of the limited power they had to effect change in the way faculty interact with graduate students. In the current set of discussions, however, a variety of programs and policy changes which have become common to the operations in graduate schools throughout the country, were perceived to have altered that perception of powerlessness and to have given graduate deans a new sense of their ability to influence the relationships between faculty and minority graduate students. These changes in university policy address, in comprehensive fashion, the role of the institution in successfully fulfilling its mission to educate all segments of the population. "The Michigan Mandate" and "The Wisconsin Initiative" were cited as examples of such policies, derived by a process of extensive consultation concerning the future directions of education in these states. The power and authority of the graduate dean, and how the graduate school fulfills the role of maintaining excellence in research and teaching at the institution, formed a large part of the discussion in this round of meetings.

The effectiveness of the dean in promoting change inevitably involves the relationship between the graduate dean and the faculty, especially in their roles as mentors and sponsors of graduate students. The particular problem of promoting cross-

cultural relationships and research between faculty and minority students has always been cited as a difficult one for deans. This situation has improved somewhat over the years even though the attitudes, beliefs, and behaviors of many faculty, with respect to providing guidance in these areas, have not changed. In addition, the ratio of white to minority faculty at many of the major institutions of the nation has remained relatively constant over the last ten years, consequently minimizing the effect which an increase in the number of non-white faculty may have in solving this problem. In 1989 that ratio among faculty in four-year institutions remained at 92% white to 8% non-white.

Perhaps the most important factor in the discussion of proposed changes relates to the allocation of resources. In most instances, an increase in the current expenditures for the improvement and enhancement of the minority presence on the campus is required. Without such an increase, the recruitment and retention programs at the institution are likely to suffer. These programs generally fall within the purview of the graduate school and provide the dean with the means to affect in a positive way the chances of success for minority graduate students. Programs that require faculty involvement and support at an early stage in the student's academic life, as well as agreements by the departments to support students who also receive financial assistance from the graduate school, are becoming more commonplace. These activities promote the integration of the student into the life of the department and prompt faculty interest in their success. Without such interest, students are likely to miss the opportunities to learn the "culture of the discipline" and to benefit from the advantages derived from a close working relationship with a faculty member.

An increase in these budgets, such as occurred at the University of Michigan, allows for the generation of a number of funding programs which require departmental matching funds. By these means, the graduate dean's opportunity to "leverage" resources is greatly enhanced. However, there is some concern as to the limit of these budget increases and the capacity of the institution to continue to provide guarantees of future funding, as both the numbers of minority students grow and the cost of education increases. This is true at all institutions, but especially at those where programs for increasing the numbers of minority graduate students have been dependent upon the creativity of the dean's office, or where generally tight budgets limit the implementation of programs which result from such creativity.

Leveraging has become an increasingly important role for the graduate dean and his or her office staff. Not only is the office able to bargain with departments for matching funds for student support over time, but in the process faculty time is also leveraged. An interesting phenomenon resulting from these bargaining activities, is the increase in voluntary faculty commitment to these efforts. This seems to be gaining greater acceptance particularly with new faculty. Student interest in continuing to pursue advanced degrees also is affected by these leveraging activities. Programs which require students to repay loans with service, especially if they attain the highest degree in the field, provide incentives to persist to degree completion. In some cases, through the graduate school, the university has been able to affect the

"pipeline" by providing summer research opportunities to high school students with the promise and purpose of encouraging their entry into the university. The Ohio State University has a well-established reputation in this area and other institutions have recorded great success in similar endeavors.

Further discussion on maintaining the minority presence in graduate school revealed a number of additional roles and responsibilities that fall to graduate deans. How to remove the stigma that is attached to any assistance which minority students receive demands constant attention, since the perceptions of these activities that prevails in the department or on the campus can greatly influence the "academic climate" experienced by these students. There must be an intellectual basis for the support of minority students on the campus, and the graduate dean can lead the discussions regarding that subject at all levels of the institution. One such discussion can relate to redefining the fellowships for which minority graduate students apply by emphasizing the academic requirements rather than the minority or gender-based qualifications. Faculty participation in the selection of the students who receive these merit fellowships or other awards is critical. Also, the dean's office should develop methods or mechanisms for continued demonstration that these recipients are indeed worthy of that recognition. The academic basis for providing support for minority students, in conjunction with whatever legal and moral justifications apply, form the context for arguments made to strengthen the programs that affect the minority presence. Many of the deans present had such programs in place and used them to help in structuring and maintaining their faculty mentor activities.

One of the most critical roles of the graduate dean is to emphasize the importance of graduate education in the life of the academy. This is especially necessary at institutions where the leadership emphasizes the importance of undergraduate education, sometimes to the seeming exclusion of the graduate level. The dean encourages departments to develop initiatives in support of student enrollment and retention where policies and programs do not exist. The support of minority graduate students is one area where such initiatives are necessary. Where decentralization exists, duplication of effort and programmatic initiatives may result in wasted resources. The office of the graduate dean may have the responsibility to minimize this potential duplication especially in areas of identification, recruitment, and retention of minority scholars.

These roles of the graduate dean as they are translated into the responsibilities of his/her office, find expression in several different types of activities. They may range from involving the university in activities designed to identify qualified applicants, to the creation of faculty/student linkages after these applicants are admitted to the institution. At Duke University, the activity of the office of the graduate dean is driven by three goals: (1) to increase the number of students of color in all graduate programs; (2) to provide adequate long-term funding to enable the completion of graduate degrees at the university; and (3) to create an academic and social environment that will enhance the achievement of students of color.

At many institutions these goals are contained in academic plans, such as those of the University of California; five-year programs, as are demonstrated by The Madison Plan of the University of Wisconsin; and in mandates linking legislative and academic concerns with education as exemplified by The Michigan Mandate of the University of Michigan. *A Vision for Duke* outlines the approach and position of that university with regard to these issues. It contains a statement of the president's support which everyone agrees is necessary if these programs are to succeed. The *Vision* also contains surveys of the attitudes of students of color as the institution attempts to respond to their presence on the campus.

One of the outcomes of the publication of *A Vision for Duke* is a heightening of the sensitivity of the university to the issues which the growing presence of persons of color normally generate at a formerly predominantly white institution. This, in Duke's case, led to symposia for all campus personnel, as well as to the development of programs targeted especially to the needs of minority students. Symposia were also begun in the graduate school and supported by private funding sources. More significantly, both the campus community and the larger Durham area were encouraged, through a series of activities labeled "Black on White," to seek ways to expand outreach efforts to the minority populations and to examine methods to create a more hospitable campus climate for the minority students at the institution.

New roles will accrue to graduate deans as they address these issues. The control of resources provides the dean with leverage to persuade faculty to become more involved in the lives and education of graduate students of color. This activity is supported by conditions recently added to grant awards from several federal granting agencies requiring greater involvement of minorities and women. The graduate dean's office, as the institutional unit generally responsible for writing the proposals for the several types of institutional grants contained in Title IX through the Department of Education, has an excellent opportunity to promulgate these conditions and to help units satisfy them.

Trends in Graduate Enrollment

Graduate enrollment has been increasing steadily by about 2% per year. There have been impressive increases in the participation of women in graduate education. However, there is still difficulty in attracting women into bench science areas such as physics, chemistry, mathematics, and computer science. The enrollment data for persons of color in graduate programs show increases in the last few years, but so far this has not resulted in an increase in the production of Ph.D. degree recipients. This is related at least in part to the length of time required to complete the degree.

Trends in Graduate Enrollment at CGS Institutions: 1986–1989, prepared by the Council of Graduate Schools, documents the increase in minority enrollments in graduate programs at CGS member institutions and shows that the percentage increase ranged from 6 percent for Asian Americans to 2 percent for native Americans. During the same period African American and Chicano/Latino enrollments increased by 5 percent. Despite the fact that there were more women than men enrolled in graduate

programs in the fall of 1989, there was a slight percentage increase in the number of Asian Americans, African Americans, and Chicano/Latino men enrolled in graduate programs.

These increases in enrollment, particularly for African Americans, may signify a reversal in some of the declines experienced during the early 1980s. That, coupled with increases in undergraduate enrollment and degree attainment since the mid-1980s, provides great opportunities for aggressive recruitment and retention activities on the part of graduate schools. The next section will describe some of these activities at a number of institutions.

Selected Programs and Activities at Participating Institutions

Over the past three years many institutions have developed or expanded a number of programs that have contributed to increasing the recruitment and retention of minority students in graduate programs. Although there are similarities, each institution tends to develop initiatives that are unique to the particular setting. This section provides highlights of some of these initiatives to give an indication of the variety and scope of the activities currently taking place. It is too early to evaluate fully programs initiated since the graduate deans met three years ago. However, it is clear that some institutions have developed approaches which increase significantly the number of graduate students from underrepresented groups and the involvement and support by the faculty. Noteworthy among these approaches is the summer research opportunity program for undergraduates, which was mentioned by many of the participants at this meeting as being particularly successful, not only from the students' point of view, but for the faculty as well.

Arizona State University

Networking Structure. Efforts have been focused on building network support structures. A survey of faculty was undertaken to provide an opportunity for faculty to indicate their interest and support for minority students in specific programs. Faculty support ranges from employing students on faculty research grants to providing mentoring support. There are two related programs. The first provides peer mentoring, faculty support, and financial aid to students who would not have otherwise been admitted. The second is an identification program in conjunction with the Community College System to set up pre-college support and carry it through into undergraduate and graduate programs.

California State University, Fresno

Synergistic Model to Increase Persons of Color in Graduate Programs. During the period 1985–91, the number of African-American graduate students increased three-fold and the number of Hispanic graduate students doubled. The Division of Graduate Studies and Research serves as the focal point in the development of a substantial group of minority students engaged in studies leading to a master's degree as a step in preparing to transfer to doctorate-granting institutions. Synergy is

evidenced in enhanced cooperation among all levels of the university, including administrators and staff in the key support agencies housed in undergraduate student affairs, the corps of graduate program faculty advisors, the administration and transfer offices of regional community colleges, and contacts at other universities. Local minority community organizations and media are cultivated as a means to reach potential students, and to inform parents and families. Family members are invited to accompany pipeline students participating in such events as the undergraduate minority student achievement honors reception, minority student summer research program final poster session, and minority graduate fellowship reception. This engagement in cooperative action by many entities has created enthusiasm for finding new opportunities to augment the number of minority students in all levels of the pipeline to graduate studies. Details concerning some specific activities in the synergistic model are provided below.

Summer Research Program for Undergraduate Minority Students. Under Title IX, Higher Education Act, CSUF to date has obtained funding in support of 110 undergraduate minority students. This summer enrichment program develops the research skills of the undergraduate minority participants and encourages them to pursue advanced degrees through graduate education. This program focuses on the establishment of a student/faculty research team. The team is involved with research and the preparation of a formal presentation as well as travel to major research facilities throughout the state. This travel to major Ph.D. institutions broadens the horizons of student participants since there is no university granting the Ph.D. in the region served by CSUF.

Visiting Scholars Program. This program has been under way for some time. Through it, doctoral students of color who are completing their degrees are invited to CSUF to make scholarly presentations concerning their research to students and faculty.

Administrative Assistantships. Three graduate student administrative assistantships have been established in the Division of Graduate Studies and Research. Currently these assistants are from underrepresented groups. Fellow academic school deans have followed the lead of the graduate dean in the establishment of administrative assistantships and in the commitment to providing opportunities for minorities. The assistants are invaluable in facilitating outreach to encourage minority participation in graduate education, and in coordinating the orientation and monthly follow-up of students in specially funded programs such as McNair and Patricia Roberts Harris. Other assignments include the conduct of surveys, the analysis of data and the drafting of reports concerning graduate studies.

California Predoctoral Program. The Division of Graduate Studies at CSUF has been an active participant in the California Predoctoral Program, providing leadership in the conception and implementation of the program. Initiated three years ago in 1989–90, this program is the result of cooperative efforts of the California State University (CSU) and the University of California (UC). Its purpose is to increase the number of CSU minority students, disabled students and women students in UC

doctoral programs in disciplines in which they are underrepresented. The Predoctoral Program provides for the nomination of undergraduate and master's-level students from universities in the CSU to receive summer stipends of $2,000 and academic year support of $3,000. Under the direction of CSU faculty members, students design a program of study for the fall and spring semesters as well as a summer program of research. Selection into the program is carried out by a Joint CSU-UC Advisory Board. To date, 175 fellows have received awards with 75 to 80 percent of prior cohorts of graduates entering doctoral programs in the UC. Funding for this program is provided by the California Lottery.

Duke University

One institution that has had impressive results is Duke University. Duke's activities and programs, based in part on CGS recommendations, may serve as a model for other universities. The Office of Graduate Recruiting was established in 1987 to centralize and coordinate graduate student recruitment. Meetings were held with each department to get a sense of what was being done. The September-October 1987 CGS *Communicator* article on "Graduate Student Recruitment" provided the initial model for Duke to develop a comprehensive recruitment program which emphasized assessing university efforts, setting goals, and developing strategies. Three goals were set:

- Increase the number of students of color in all graduate programs
- Provide adequate funding so that students could complete degrees at Duke
- Create an academic and social environment of support for persons of color.

Then strategies were developed to meet the three goals:

- Expand regular recruiting activities
- Hold individual meetings with graduate students of color
- Involve the entire institution through symposia that focus on various aspects of minority participation in higher education.

The first symposium was entitled "Black on White" and addressed access, feelings about students of color, sororities and fraternities, different views of black students compared to white students, and other issues. Workshops were facilitated by outside persons to remove any threat to faculty, staff, and students. Among other things, the symposium identified the need for multi-cultural workshops, the need to have students understand value diversity, the need to restructure the Afro-American Studies Program, and the need to incorporate into the regular curriculum more information on different cultures. Other activities that have been implemented are:

- *A Vision for Duke.* This set of materials contains a letter to students from the President about the value of diversity. It also contains questionnaires directed at new and continuing students concerning their attitudes to the increased presence of students of color on the campus.

- **Graduate School Symposium.** Every October the Graduate School hosts a symposium for students and faculty to address topics related to the creation of a supportive learning and teaching environment for students and faculty of color on the campus.
- **Academic Council Resolution.** Two years ago the Academic Council passed a resolution requiring all academic units to have at least one black faculty member by 1993. This resolution put responsibility for implementation directly in the hands of the department chairs.
- **Hurston James Society.** Through the support of the Hurston James Society, a group of Ph.D. students of color are able to meet on a regular basis to talk about their academic interests in a multidisciplinary setting. Faculty are involved and students present their work in progress.
- **Dana Scholars Program.** Through a grant from the Charles A. Dana Foundation, undergraduate students at five historically black colleges with a history of producing graduates who go on to complete the Ph.D. degree are provided with support for academic year research activities at their institutions and a six-week summer research program at Duke.
- **Collaborative Consortium.** In collaboration with the Consortium on Financing Higher Education (COFHE), Duke has spearheaded the minority Graduate Pipeline Project. The project is designed to bring representatives of COFHE graduate schools to the campuses of COFHE colleges and universities to meet with selected undergraduate minority students. During this one-and-a-half day seminar, students are given the opportunity to meet informally with graduate school representatives, as well as faculty and administrators from their own campuses, to learn about the various graduate school opportunities available to them. Unlike the familiar "graduate school fairs," the purposes of the seminar are for information and inspiration rather than for direct recruitment.

The Florida Agricultural and Mechanical University School of Graduate Studies, Research, and Continuing Education

Graduate Feeder Scholar Program. The Florida Agricultural and Mechanical University (FAMU) Graduate Feeder Scholar Program (GFSP) was initiated in May, 1987 with 12 universities. Today, it is an arrangement with 25 doctoral degree-granting institutions that have agreed to reserve three to five admission/financial aid packages annually for qualified FAMU graduates who wish to pursue advanced degrees, especially the doctorate.

Over 350 nominees have been sent to the 25 institutions and currently there are approximately 65 students enrolled in graduate programs. Feeder institutions provide tuition, room and board, waiver of the application fee, stipend for books and substantial stipends and/or assistantships/fellowships to qualified applicants.

FAMU's obligation is to provide the feeder institutions with a list of 100–150 potentially acceptable students each year. Sophomores, juniors and seniors are

encouraged to apply and should have at least a cumulative GPA of 3.0, be a U.S. citizen, and be willing to study at major universities across the United States.

An annual Feeder Conference is held to plan and evaluate the progress of the program and to make recommendations for the future. This year's conference is scheduled for November 3–5, 1991, at Florida A & M University.

The FAMU Summer Graduate School Orientation Program for Black Graduate and Professional Students. The State University System (SUS) Summer Graduate School Orientation Program for Black Graduate and Professional Students is designed to identify and motivate black students with the potential for graduate and/or professional education, and to acquaint them with career opportunities related to these studies. The program is targeted primarily for fields where blacks are underrepresented.

Fellowships of $1,300 are awarded to 20 fellows. Each student uses the award as he/she sees fit to defray registration and other expenses regardless of the length of a particular term. Summer Orientation fellows receive six semester hours of graduate credit upon successful completion of the term.

The Minority Participation in Graduate Education Program (MPGE). The FAMU MPGE program, funded under Title IX of the Higher Education Act of 1965, is designed to heighten the interest of minorities in graduate education during their undergraduate years. The program involves minority students who are talented, but needy, from FAMU and other colleges and universities within a 500-miles radius of Tallahassee. Sophomores, juniors, and seniors from eligible minority groups are selected for the all-expense paid summer research experience. The program design pairs 14 FAMU students with 14 students from other schools, by discipline and classification, to work in teams of two in ongoing research activities with established research professors. Students participate in the program for eight weeks and receive six semester hours of credit for their participation.

Fordham University

Name Exchange. The graduate school started a name exchange program with over twenty-eight institutions across the country. Bilateral name exchanges help identify students who are interested in pursuing graduate study at other institutions. It is also attempting to organize a central name exchange with the other 27 members of the Association of Jesuit Colleges and Universities (AJCU).

Outreach to Undergraduates. The Graduate Student Association has become involved in outreach to undergraduates and this has been very successful in increasing interest in graduate studies.

Minority Tuition Funding. Minority students accepted into graduate programs in psychology receive tuition funding for three years.

Also worth noting is the fact that the AJCU has recently established a special competitive scholarship for minority students attending Jesuit institutions which will fund doctoral studies at Jesuit institutions.

National Aeronautics and Space Administration (NASA)

GSRP Underrepresented Minority Focus (UMF). In 1987, GSRP was expanded to include the Underrepresented Minority Focus (UMF) component, which was created to increase minority participation in graduate study and research and subsequently in space science and aerospace technology careers. This component was added as a result of NASA's concern that minorities remain significantly underrepresented in science and engineering. Students selected for participation collaborate with university investigators and NASA personnel, either from Headquarters or a field center, depending on the manner in which they were selected.

Eligibility. U.S. citizens who are full-time students at an accredited U.S. college or university and are members of an underrepresented minority group are eligible. (An underrepresented minority group is one whose members are not represented in science and engineering fields in proportion to their numbers in the general population. The following minorities fall into this category: blacks, American Indians, Hispanics and Pacific Islanders.) This program enlists the assistance of university principal investigators and graduate faculty advisors in locating promising minority graduate students.

Application Procedures and Deadlines. Interested students are encouraged to obtain the program booklet. Application deadline is February; notification of award is late April.

Award Provisions. One-year, $22,000 fellowship, renewable for up to three years.

For more information: University Programs Branch, Educational Affairs Division, Mail Code XEU, NASA Headquarters, Washington, D.C. 20546 (202/453-8344).

New Mexico State University

Visits with Undergraduates. Representatives from the graduate dean's office visit with undergraduates to discuss graduate opportunities. This program provides information about graduate educational opportunities in general, but does not necessarily engage in specific recruitment for the institution.

Graduate Assistantships. A department's record in recruiting and retaining minority graduate students is being used by the graduate school as one criterion in the allocation of graduate assistantships.

Policy for Funding Minority Students. The dean's office has funds to provide support for minority students. The result of this support is a slow and steady increase in the proportion of women and persons of color in graduate programs. The aim is to match the proportion of graduate students with their representation in the groups receiving baccalaureate degrees.

North Carolina Agricultural & Technical State University

Advocacy Role. A major role of the graduate dean is to serve as an advocate for minorities entering Ph.D. programs. North Carolina A&T is recognized as one of the

leading institutions for training black engineers, agriculturists, and educators as well as other scholars, and is a feeder institution for many graduate programs throughout the country. In the past few years North Carolina A&T has developed cooperative doctoral programs in engineering with North Carolina State University. A proposal for mission change may lead to more advanced degree programs at this university.

Recruitment. There are both undergraduate and graduate career days on the campus where information on programs is provided to students. In attendance at these events are representatives from some of the premier institutions in the country that offer master's and doctoral degrees and that wish to recruit North Carolina A&T baccalaureate and master's graduates. By the same token, the graduate dean and other members of the graduate faculty are involved in the process of recruiting minority and other students who wish to study at North Carolina A&T and who eventually move on to doctorate-granting schools.

Northern Illinois University

Since the early 1980s Northern Illinois University has had a minority assistant dean in the graduate school.

Recruitment Efforts. The university has a rather large budget and an extensive recruitment program which includes follow-up of letters and tracking. There is a minority recruiter and three assistants. There is a Department Recruitment Fund in the graduate school and 30 departments were funded this last year.

The recruiter travels extensively to minority and professional career days and particularly to minority and historically black colleges and universities. Through these contacts, the recruiter has developed a rapport with colleagues in various institutions and a successful recruitment track record.

Minority graduate students may be given up to twelve months of tuition waivers by applying either to the department or to the graduate school. The graduate school makes an effort to assist students financially until the department can award an assistantship.

Minority Graduate Student Reception. Once a year there is a reception for minority graduate students.

Graduate Student Organization. This organization plans to get involved in Black History Month and has started a colloquium series.

Aurora-University Project. This is a pipeline program that brings together school districts, businesses, and community colleges in Northern Illinois and Aurora to address getting students into the teacher education program.

Northwestern University

Northwestern has developed a number of approaches to providing financial support for minority students. With additional funding, primarily for fellowships and recruitment, during 1989–90, the number of incoming minority students has doubled and outside funding has increased more than 60%.

Minority Fellowships. The Graduate School had two fellowships in 1988–89 and in 1989–90 it was able to make 40 fellowship offers. Funding is guaranteed for four years. To encourage departments to admit students with "nontraditional credentials," the Graduate School funds the first year which is the high risk year and the department then funds the next three years. Departments nominate students for these fellowships and there is a 48-hour turnaround in the review process.

Graduate Student Recruiting. The minority fellowship program was coupled with a vigorous program of off-campus recruiting. In addition, for minority students who have applied to Northwestern, the Graduate School pays $200 toward their travel expenses to visit the campus. The departments frequently supplement this amount as necessary.

Quarterly Receptions for Minority Students and Faculty. These programs have been expanded. The fall reception includes continuing students and minority faculty who share their experiences to help new minority students get oriented to the University and the community. One winter quarter reception includes faculty and undergraduates interested in the Summer Research Opportunity Program (SROP); the second reception, which includes graduate students and faculty, honors past SROP participants and their faculty mentors, who are also guests. Minority graduating students are honored at the spring quarter program and receive a special t-shirt.

Ohio State University

Summer Research Program. There are 70–75 students in the Summer Research Program. It is one of the most successful programs to encourage students to think about graduate education. It also significantly increases faculty awareness about the capabilities of outstanding minority students. It has prompted faculty to take students to professional meetings.

Recruitment Efforts. Graduate and Professional Student Visitation Days are a component of the minority recruitment program of The OSU. Historically black institutions are asked to send their five most outstanding senior students to Ohio State University for several days. The students visit the campus, speak with faculty and graduate students, and are invited to make an application to graduate study. There is a recruitment grant program that makes funds available to departments to undertake special recruitment activities. Also, a volunteer group of faculty, staff, and administrators sponsors graduate recruitment fairs and is involved in various aspects of graduate recruitment.

Young Scholars Program. The Young Scholars Program identifies students in the 6th grade and brings the students to campus for two weeks in the summer. These students continue with the program each year, and if they enter The Ohio State University they are guaranteed a four-year scholarship.

Princeton University

Expanding the Pool and Faculty Education. Princeton has initiated summer research programs which bring Minority Access to Research Careers (MARC) students and

students from non-research institutions to campus for 8 or 9 weeks for research experience. One of the most beneficial effects of these programs has been to educate the faculty about the capacity of these students to do work at the level expected by Princeton's faculty. Additional funds, from the President's office, are given to departments to search for and hire minority faculty members. At the graduate level, funds are made available from the same source for up to twelve fellowships for minorities in any discipline and for women in science and engineering.

Graduate School Working with Undergraduate Deans. A grant from the Mellon Foundation supports ten undergraduate Mellon scholars for their junior and senior years and up to two summers in the humanities and social sciences to interest them in going on to Ph.D. study.

Temple University

Future Faculty Fellows Program. With a $1 million budget, this program supports twenty to twenty-five new minority students per year. Students must be admitted to a graduate program at Temple University, intend to pursue a career in higher education, and enter a field where their ethnic group is underrepresented. The fellowships provide full tuition remission and a stipend ranging from $7,500 to about $14,000. Support for doctoral students is for four years—two years' support from the dean of the graduate school and two years' support from the department. The Future Faculty Fellows Program requires faculty to take an active interest in the careers of the recipients of these awards.

Summer Sciences and Engineering Program. An important aspect of the Summer Sciences and Engineering Program is to encourage students to think about graduate programs at an early enough stage in their education to affect their choices and opportunities for graduate study. Between twenty and forty minority students are brought to campus each summer to gain laboratory experience at a major university. They are assigned to a researcher and work in a lab as part of a team. Some of the participants have been recruited into the Future Faculty Fellows Program.

Support of Minority Post-Doctorals in the Sciences. This support is available for persons when such training is deemed to be a necessary part of the preparation for a faculty position.

Institutional Policy Change. Temple will now consider hiring its own Ph.D.s.

Towson State University

Financial Assistance. Towson State sets funds aside for minority student fellowships. The funding level is relatively small compared to that of many other institutions. Many Towson State students have outside jobs while attending the university so that the provision of some financial assistance is an important incentive.

Effort to Increase the Enrollment Rate. A letter-writing campaign organized by the graduate school has been successful in increasing the number of minority students who enroll in graduate school.

Minority Speakers Program. Funds have been available to bring speakers in as role models, but this program has not been highly utilized.

University of Arizona

Graduate Enrollment Increases. From 1987 to 1989–90, the number of Hispanics has increased by 112%, African Americans by 71%, American Indians by 40% and Asian Americans by 20%. Asian Americans have not been a targeted group.

American Indian Graduate Center. The University has established a center with a full-time director and staff. This center, located in a house near campus, provides an opportunity for American Indian students to gather and engage in cultural, social, and academic activities.

Other Programs. Other programs that have been developed include: (1) a Summer Research Program called "ACCESS" which is funded by the Department of Education ($89,000 a year, 1989–91); (2) The Presidential Dissertation Fellowships for Women and Minorities ($100,000, 1989); (3) a Minority Graduate Student Development Fund that provides funds to help students develop their research ideas (approximately $5,000 a year); (4) The Minority Graduate Student Travel Fund for students to present papers or posters at national and regional conferences (approximately $10,500 a year); (5) The Faculty Innovative Minority Retention Plan for the initiation of creative retention programs for minority students at the departmental level ($17,200 in 1987–88, $28,285 in 1989–90); (6) The Community College Visiting Scholars Program which funds two minority graduate students to gain experience in community college teaching with large groups of minority students; and (7) The Master's Program for Minority Journalists, funded partially by the Graduate College, for minority students pursuing a master's degree in journalism during the summer.

University of California, Davis

UC Davis, as the host campus for the first meeting of the second round of the graduate deans' meetings, presented comments by both the Academic Vice Chancellor and the Dean of Graduate Studies.

Vice Chancellor—Academic Affairs: Meetings with Departmental Faculty. The Vice Chancellor—Academic Affairs conducts meetings with departmental faculty to discuss faculty recruitment and hiring. These meetings help prepare faculty to participate in the recruitment/hiring process and to receive and support new faculty who are women and persons of color in departments where they are underrepresented. Most important, these meetings make clear the university's policies related to faculty hiring as well as its commitment to diversity.

Graduate Dean: Status Report on UC. The campus is working to improve the financial support available to graduate students by coordinating support that is available through the Graduate Division, Financial Aid Office, and the individual graduate programs. Women's entrance into graduate programs where they are underrepresented is good. Progress in increasing the numbers of persons of color from underrepresented groups into graduate study is slow but steady.

It is difficult to attract and retain students of color without faculty role models and mentors. In this regard, the university has taken an aggressive role in hiring women and persons of color as faculty members. For example, the College of Engineering has employed a series of approaches aimed at all stages of the educational pipeline that has helped to increase the presence of women and persons of color in its graduate programs and on its faculty. This includes participation in the statewide Mathematics, Engineering, Science Achievement Program (MESA), year-round enrichment programs and pre-University admissions and matriculation advising for students from the third grade through community college; the Engineering Summer Residency Program (ESRP), a one-week residential program on the campus, for high school juniors and seniors; the Minority Engineering Program (MEP), academic support and advising for undergraduate engineering majors; Minority Opportunities for Research in Engineering (MORE), academic year and summer research internships for upper division and graduate students; the Research Assistantships in Engineering Program and university graduate fellowships; and the Target of Opportunity Program for the recruitment of faculty. All program components are administered and coordinated through the College of Engineering Dean's Office.

University of California, San Diego (UCSD)

Efforts to Involve Faculty Participation in Graduate Student Affirmative Action Activities. At UCSD, each department appoints a faculty member to serve as the graduate affirmative action adviser. This person's responsibility is to develop a departmental strategy, to plan outreach efforts, to assist admissions committees in evaluating affirmative action applicants, and to look out for the interests of enrolled affirmative action students.

Each year UCSD awards approximately 35 new two-year affirmative action fellowships. Each fellow is assigned a faculty mentor for whom the fellow serves as a quarter-time research assistant (RA). The mentor, in addition to providing RA supervision, is responsible for guiding preparation during the summer prior to the first year of study, advising about course selection, and integrating the fellow into the mainstream of departmental life.

UCSD has a summer research experience program that accommodates approximately 125 affirmative action students. This program involves the participation of about 100 faculty members who serve as mentors. Their duties include providing participants with a meaningful research experience and encouraging them to consider and prepare for applying to graduate school.

Finally, the Graduate Office has a modest amount of funding to support faculty members who will undertake visits to colleges and universities with large minority enrollments and discuss with faculty and students the opportunities for graduate education at UCSD.

University of Chicago

Summer Research Opportunity Program for Undergraduates. This program is most successful in keeping undergraduates in college and stimulating them to go on to

graduate study. The Summer Research Program involves faculty as mentors and serves to get faculty interested in the academic abilities of minorities and in serving as mentors during the next year.

Socialization and Integration of Undergraduate and Graduate Students. The Minority Graduate Student Association was formed in part to establish a graduate student mentor program. This program provides undergraduate students an opportunity to become more involved with graduate students.

Faculty Advising. Work continues toward the goal of assigning each entering minority a faculty advisor before the student arrives on campus. This is to assure that students receive proper guidance from the beginning of their programs.

Teaching and Research Assistantships. The Associate Provost has asked that each minority student have a teaching and research assistantship during his/her tenure as a graduate student.

Recruiting Coordination. A Committee on Recruitment and Issues of Minority Affairs was formed to coordinate recruitment across the institution. Also a committee of graduate students is being formed to advise the administration on recruiting and to help host pre-orientation for graduate students.

Workshops on Humanities and Social Sciences. Regular meetings of graduate students and faculty are held where students make presentations of their research work.

Coordinating Council for Minority Issues. A group of administrators has been charged with enhancing the minority experience at Chicago and involving the larger Chicago minority community in University activities.

University of Colorado at Boulder

Summer Minority Access to Research Training (SMART). The SMART program is a ten-week program in research and creative work for minority undergraduates from around the country. Each intern conducts a research project with a faculty mentor, earns five hours of upper-division credit, and learns about the opportunities afforded by a graduate education. The purpose of SMART is to interest minority students in attending graduate school.

Patricia Roberts Harris (PRH) Fellowship Program. Funded by the Department of Education, the PRH program provides 3-year fellowships for beginning graduate students in selected disciplines. The PRH fellows receive social support and academic guidance, as well as financial support. The SMART program provides a pool of students from which to recruit PRH fellows.

Publications. The Graduate School publishes a minority brochure outlining the programs and opportunities for minority graduate students on the Boulder campus. The brochure is published in both English and Spanish. In addition, information on national minority programs and a brochure explaining the SMART program are distributed nationwide to colleges.

Targeted Minority Network. This effort enlists faculty members to visit institutions with high percentages of minority undergraduates for the purpose of recruiting minority students for graduate study. The faculty members talk to students, faculty, and staff in many academic areas about graduate studies at the University of Colorado at Boulder and special programs offered for protected class students.

Minority Advisory Council. The Council, composed of minority members of the Boulder-Denver community, provides social activities and career networking for minority graduate students and acts as a support group for SMART interns. It also provides ongoing information and counsel about ethnic minority communities for the Graduate School.

University of Illinois at Chicago

Community College Articulation. The University of Illinois at Chicago/Chicago City Colleges (UIC/CCC) Partnership Program creates a relationship through which cohorts of community college students are identified who may be eligible to go on to the University. The Graduate College sponsors a summer research program for students who are in the process of transferring to the University. This program serves to enhance the students' transition to the four-year institution, as well as to encourage their application to graduate school.

Graduate College Relationship with Undergraduate Support Services. Efforts are under way to review current student support services to identify whether weak areas exist and to suggest ways to strengthen that support.

Increase Minority Faculty. In 1985, a concerted effort was made to increase minority faculty. A pool of resources was created to provide colleges with matching funds for salary, as well as equipment and research support for the recruitment of African American and Hispanic faculty. In the first year, 34 African Americans and Hispanics joined the faculty. Additional signing brought the year's total to 39: 24 tenure-track and tenured African American faculty and 15 tenure-track and tenured Hispanic faculty. The campus now has hiring goals for specific units, which were set by the chancellor for the first time in 1990.

Faculty Support. Campus leadership is also exploring a faculty-staff fellowship opportunity to encourage master's degree level minority faculty and staff to pursue Ph.D. degrees.

Faculty Research in Minority Areas. The Task Force on Retention of Minority Graduate Students raised several questions regarding the retention of all graduate students, and was the catalyst for the Dean of the Graduate College to encourage faculty research in the area of graduate student retention. Currently, a faculty member in the College of Education is administering the first stage of a longitudinal study of newly entering graduate students to assess strengths and weaknesses of graduate programs and to determine why students do or do not complete programs of study. The ultimate goal is to improve services and the quality of graduate education so that more students reach their educational objectives.

University of Illinois at Urbana-Champaign

Summer Research Opportunity Program. This program has been in existence for about four years. In 1989–90, the program involved 72 student participants and 65 faculty. This program provides one of the best ways to build the sensitivity and involvement of faculty. Costs for the programs are shared by the Office of Graduate Studies, the departments, and the Chancellor.

Recruitment. A letter is sent to faculty asking them to identify the best undergraduate students and to talk to them about considering graduate studies. Included with the letter is information on national and campus fellowships. In addition, a letter is sent to the presidents of all student honor societies to encourage the organizations to have at least one meeting to discuss graduate education and to provide names of faculty contacts in various disciplines.

Minority Academic Partnership Program. Undergraduate minority students from the University of Illinois who decide to pursue academic careers and are admitted to graduate study receive financial support for their graduate programs at the University of Illinois from the departments and the university.

University of Kansas

Summer Research Program. This program has been ongoing for several years. In 1990, 26 minority students, in a variety of fields, worked with faculty during the summer.

Faculty Programs. An all-day workshop for faculty was organized in 1990 on the topic of mentoring minority graduate students.

Student Recruitment. A conference was sponsored by the graduate school to interest students with a 3.0 GPA in graduate education. Even though the recruitment budget has been static for several years, an effort is being made to form a network of faculty members to participate in recruitment activities.

Student Retention. There is a graduate teaching assistantship program for minority students that provides central sponsorship of minority graduate students during their first and third years; departments are responsible for sponsorship during the second and fourth years and until the student graduates, assuming that the student continues to make satisfactory progress toward a degree.

University of Michigan

Recruitment. Approximately $20,000 is expended each year to support recruiting trips to recruitment fairs at historically black institutions and predominantly Hispanic institutions. The graduate dean's office also assists in coordinating departmental recruitment trips. A computerized system and 800 telephone number are used to follow up on the contacts made and to establish a list of contacts in the computer admissions database.

Summer Research Opportunity Program. This program also serves an important recruitment service. During summer 1990, approximately 70 sophomores and juniors

participated, 25 from historically black and traditionally Hispanic institutions. Many of these students will later attend the university. These funds also support student organizations, specialized recruitment efforts such as organized recruitment weekends and travel to campuses of prospective graduate students.

Fellowships. The number of entering historically underrepresented students in the Rackham Merit Fellowship program increased from 26 in 1986 to 170 in 1990. These students are funded as part of a budget of approximately $6.5 million that supports more than 600 students. Minority students are guaranteed research positions for the remaining terms of support needed. Students are encouraged to seek, and are aided in applying for, outside support from organizations such as the National Science Foundation and the National Research Council.

Summer Research Program. Every minority doctoral student is offered an opportunity to enter the university during the summer prior to starting graduate study. Three summer graduate programs in the natural and biological sciences, humanities, and social sciences facilitate the building of networks for the student in his/her discipline. In some cases where the summer program focuses on preparing for language and statistical methodology requirements, it may reduce the time taken to complete the degree.

Faculty Support Programs. The Minority Faculty Development Fund is designed to assist junior faculty in achieving tenure. In cooperation with academic units, this program provides funds to cover travel, release time, and funding for research, and graduate student support for minority faculty.

Target of Opportunity Program. This program is funded by each department giving back a small percentage of its operating budget to a central university pool. When the department makes a "Target of Opportunity" appointment, that is, proposes to hire a minority faculty member outside of the regular department personnel budget, an incremental position is given to the department for that position.

Improving the Environment of Graduate Students. Special colloquia are held to promote an understanding and awareness of the intellectual achievements of minority students.

Graduate School Interaction with Departments. Members of the dean's staff hold GRE workshops and discuss admission requirements with departments and make departmental visits to discuss how units might be more inclusive in their admission of minority students.

Contractual Arrangements with Sophomores. A special pilot project with two state universities has been established. Minority sophomore students participating in the Summer Research Opportunity Program can make contractual agreements with the university to receive four years' graduate financial support if they are accepted in an appropriate graduate program.

University of Mississippi

Minority Graduate Funds and Minority Enrollment Increases. During the period 1988–90, without changing admissions requirements, the university increased its minority graduate enrollment from 1% to 17%. Funds to support this activity rose from $19,000 to $1.2 million.

Racial Awareness. University 100, an introduction to the University, required of all entering freshmen, includes segments on racial awareness. Discussions of racial awareness are also being included in the week-long orientation for graduate student assistants.

Liaison with Black Colleges. Contact has been made with about 40 historically black colleges. There are two or three visits a year to those institutions and, in addition, their students and faculty are brought to the campus for a spring conference that is fully funded by the university. The university also plans to invite faculty from the historically black institutions to teach summer courses while many of the regular faculty are on vacation or not teaching.

Financial Assistance. Minority students are guaranteed free tuition and receive a stipend if they are enrolled full time.

Summer Minority Participation Program. Junior-level students participate in this program and at least 50% of them go on to graduate school.

Graduate Dean's Intervention. The graduate dean will intercede with departments on behalf of minority students who meet the admission standards.

University of South Carolina

In 1990, 8 percent of all graduate degrees (157/1,965) and 5.5 percent of doctoral degrees (14/252) were awarded to black students. The University has developed several programs to increase the number of minority students in graduate school.

Graduate Student Fellowship Program. Each year, this program awards 10–15 fellowships to minority doctoral students. These awards are made on a competitive basis and provide $10,000 per year for a maximum of four years.

Other Fellowship Programs. The university participates in programs similar to those at other institutions, including The Ronald McNair Summer Science Program and The Patricia Roberts Harris Program.

Undergraduate Recruitment and Retention. University faculty regularly visit high schools to encourage minority students to pursue advanced degrees. This effort has resulted in increasing the number of black students entering the sciences. During the last year, one in five of the new undergraduate science students was black.

The University of South Carolina also has an excellent record of undergraduate student retention. "University 101" is a 3-credit course offered primarily to freshmen students. It is aimed at retention and provides entering students with an introduction to the university. This course has helped to increase the number of minority student graduates, and many institutions across the country have developed similar approaches.

The University of Texas at Austin

Graduate Opportunity Program. This three-person unit is the minority affairs office of the Graduate School at The University of Texas at Austin. A full complement of recruitment, professional and academic development activities and graduate fellowships are offered to master's and doctoral minority students.

Recognizing that The University has one of the largest undergraduate black and Hispanic enrollments, a recent emphasis has been to expose these promising minority students to the potential offered them by graduate education. This is accomplished in many ways, among them summer research experiences, presentations to minority undergraduate organizations, and several new programs such as the following.

The Honor Roll Reception. This reception for minority juniors and seniors is a cooperative venture between the Graduate School and the division of Student Affairs. The annual event provides an opportunity for faculty members to speak one-on-one with undergraduates about graduate school. The initial letter of invitation is mailed to the student's parents and is signed by the Graduate Dean. In the letter the Dean communicates his positive assessment of the student's academic abilities and encourages the parents to discuss their child's interest in advanced studies.

The Minority Scholars Forums. These Forums, an outgrowth of the Danforth Compton Fellowship Program, provide advanced minority doctoral students with an opportunity to present their research to an interdisciplinary audience. Using their majors and performance records as criteria, selected minority undergraduates are invited to attend the forums. An informal reception follows the academic presentations and helps create a comfortable setting for undergraduates to meet graduate students and discuss future academic plans.

University of Washington

Budget. The Office of the Graduate Dean has been successful in getting budgetary support for graduate students both from internal and external sources. Among other sources, the university currently receives $150,000 for minority recruitment from the Danforth Foundation.

Solicitation of Faculty Participation. The results of efforts to involve faculty have been mixed, depending primarily on the interests and support of the deans of the colleges. The College of Engineering has been particularly successful in encouraging faculty participation. The areas of social work and public affairs have also been successful in gaining faculty involvement. The professional organization within the political science department has made recruitment of minority graduate students a top priority. Efforts are being made to consolidate recruitment throughout the University.

Other Activities. The Provost regularly holds departmental meetings on recruitment with the faculty. Cultural Diversity Sensitivity Sessions for the President's Cabinet

have been initiated, and this effort has been extended to other campus administrators. An African American Graduate Student Seminar Program has recently been developed. A new student mentoring program is planned for the next academic year.

University of Wisconsin-Milwaukee

Institute on Race and Ethnicity. The Institute, which is system-wide, will fund grants for research to help ethnic minority faculty prepare for tenure. The Institute has provided support to develop 21 new courses on ethnicity. It sponsors colloquia and roundtable discussions and publishes books on race and ethnicity.

Minority Scholars Program "Forgivable Loans." This program will offer forgivable loans to minority graduate students who will consider employment in a faculty position at Wisconsin upon the completion of their Ph.D. degrees. The program will provide support of $10,000 per academic year and $2,000 in the summer.

Explore the Future Program. In conjunction with other universities, a spring program is held for minority students that explores the feasibility of pursuing a graduate degree.

Collaborative Programs. There has been a collaborative program with Florida A&M University for about five years. Similarly, the Department of Defense is supporting activities that bring faculty and students together from two other historically black institutions and the University of Wisconsin-Milwaukee.

Urban Research Center. The Research Center is gathering information on pipeline issues in a continuing research project.

Center for Math, Science Education. Efforts are being made to work with the school system on retraining high school mathematics teachers and improving the mathematics skills of students in the 6th through 12th grades.

Washington University

The institution has made a commitment to a number of large-scale efforts to socialize and integrate students of color into the university. Faculty mentoring is considered one of the most successful activities for this purpose. Recently, faculty recruitment efforts have been enhanced by incentives provided through the Central Administration which emphasizes that minority faculty recruitment has a very high priority. In addition, the Minority Undergraduate Scholarship Program has been in place for some time. The success of this program is made possible by a sizeable budget and strong institutional commitment.

Mr. and Mrs. Spencer T. Olin Graduate Fellowship Program for Women. This is a university-wide blue ribbon fellowship program that includes an annual conference, panel discussions, and networking within the university. The conference, which is put on by the students, has featured noted speakers such as Johnetta Cole, President of Spelman College, and Supreme Court Justice Sandra Day O'Connor, who discuss topics of interest to the Fellows and the campus community.

Chancellor's Graduate Fellowship Program for African Americans. This is a new program patterned after the Fellowship Program for Women. It will provide five years' support (a twelve-month period is supported by full-tuition scholarship plus a combination of stipend and educational allowance making up no less than $15,000). Each year six or seven new students are to be selected for the program which will have a steady-state total of 30 or 40 participants.

Yale University

Undergraduate Level Programs. Yale has instituted a number of events and programs to identify and motivate minority students at the undergraduate level. In 1990 a summer research program was instituted. This program, named for Edward Bouchet, the first black student to graduate with a Ph.D. from Yale, is designed to expose students who have experienced difficulty in advancing through the educational programs to available resources and support services at the university. Information sessions are held with students who are considering proceeding on to graduate education. In collaboration with Yale College, the graduate school has participated in a number of summer programs to interest students in graduate education. In addition, twelve undergraduate colleges have appointed math, science and writing tutors. There is also a formal mentoring program where freshman and sophomore students are allied with a graduate student or a senior undergraduate to give them assistance.

Graduate Level Programs. Programs at the graduate level have been aimed at recruitment, retention and facilitation. Dissertation Year Fellowships have been instituted for students in the humanities and social sciences. Also available to students are Danforth-Compton and Patricia Roberts Harris fellowships. In addition, graduate students are made aware of national awards (NSF, NIH, etc.) and encouraged to apply.

Conclusion

In this booklet we have described some of the activities undertaken during the past few years to increase minority participation in graduate education. In all of these activities, the graduate school is uniquely situated to play an important role. By virtue of its interactions with many departments and, in some cases, colleges, the graduate school has the ability to develop campus-wide programs and to provide connections between and among units so that individuals from a variety of disciplines and departments can exchange views, help resolve problems, and share successes. This ability to work across the campus is especially valuable in developing and maintaining a minority presence in the university since the issues involved are not limited to any particular unit or discipline. In fact, many of our discussions suggested the need to extend the boundaries of the institution to all parts of the educational system as we address the problems of adequate preparation for graduate students.

In taking a campus-wide view, graduate deans can utilize the talents of a growing number of faculty, administrators, and students, of diverse backgrounds and cultures, who are committed to the idea of a culturally diverse academic community that fosters intellectual excellence. In much the same way that graduate school funds provide leverage through which the graduate school can obtain departmental commitment for the financial support of minority students, a group of dedicated faculty, willing to share their time, enthusiasm, and experience, can provide leverage with their colleagues to obtain greater participation of faculty working with minority students.

Three years ago, in the first set of meetings on this topic, frustration was expressed on the part of many deans with respect to their ability to influence faculty and institutional attitudes toward the increased participation of minorities in graduate education. During the intervening years, however, that mood has changed to one of cautious, but real optimism. We heard again and again how faculty, given the opportunity to work with minority students in a variety of early identification programs, become advocates for such programs and seek out these students. We also heard that while the moral, social, and legal imperatives to increase minority graduate enrollment and degree attainment are compelling, the factor that seemed to have the greatest impact on faculty behavior was the recognition that minority students constituted a heretofore underutilized source of capable and productive colleagues. It is this recognition, on intellectual and professional grounds, that will provide the basis for the continuing commitment of universities to increase the participation of minorities in graduate education.

CGS Idea Exchange Winter Meetings 1990–91 Participants

Sylvia Alejandre (U. C. Berkeley), Adela A. Allen (Univ. of Arizona), Richard Attiyeh (U. C. San Diego), Trevor L. Chandler (U. C. Davis), Elaine J. Copeland (Univ. of Illinois at Urbana-Champaign), Alex Cruz (Univ. of Colorado at Boulder), Leila S. Edwards (Northwestern Univ.), Vincent Gorman (Fordham Univ.), Brian L. Foster (Arizona State Univ.), Larry Foster (San Francisco State Univ.), Leland Fox (Univ. of Mississippi), M. R. C. Greenwood (U.C. Davis), Madeline Hamblin (Univ. of Chicago), James S. Jackson (Univ. of Michigan), Irene H. Johnson (Northern Illinois Univ.), George W. Keulks (Univ. of Wisconsin, Milwaukee), Judith S. Liebman (Univ. of Illinois at Urbana-Champaign), Jacqueline Looney (Duke Univ.), Michael L. Mark (Towson State Univ.), Margaret W. Masson (Towson State Univ.), William H. Matchett (New Mexico State Univ.), Douglas L. Minnis (U. C. Davis), Jack Nelson (Temple Univ.), Risa Palm (Univ. of Colorado at Boulder), Kathryn Pyant (Ohio State Univ.), David N. Redman (Princeton Univ.), George M. Reeves (Univ. of South Carolina), Robert Sanders (Univ. of Kansas), Elaine Schwartz (NASA), Charles U. Smith (Florida A&M Univ.), Albert W. Spruill (North Carolina A&T State Univ.), Serena Stanford (San Jose State Univ.), Vivian A. Vidoli (Cal. State Univ., Fresno), Robert Weber (Yale Univ.), Karen Y. Williams (Univ. of Illinois at Chicago), Edward N. Wilson (Washington Univ.), Gene L. Woodruff (Univ. of Washington).

Also in attendance were: Sarita E. Brown (Univ. of Texas at Austin), John B. Turner (Knoxville College), Leonard A. Valverde (Univ. of Texas at San Antonio) who acted as discussion facilitators, Jules B. LaPidus (CGS), Thomas J. Linney, Jr. (CGS), Peter D. Syverson (CGS), Mark Clark (CGS), and Deanna E. Falge (U.C. Davis).